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ABSTRACT

Potential influences on the student teaching experience relate to the characteristics of the placement site, the supervision of the student teacher, the requirements of the program, and the abilities of the student teacher. This study of the ecological factors that influence a student teacher's development examined the evolution of student teaching relative to increased responsibilities and the factors that influence this development. Data was gathered on six student teachers' activities through two teaching assignments, their performance and their perceptions of their experiences. Information was sought on how the subjects made the transition from observing to teaching, how this differed in the two teaching assignments, how they perceived their experiences, and whether their performance in student teaching affected the transition from observing to teaching. Information was gathered by means of daily logs on activities, evaluations of student performances, and weekly logs describing their perceptions. A discussion of the findings points out the importance of careful structuring of student teacher activities to facilitate the transition from observing to teaching. (JD)

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FROM OBSERVING TO TEACHING: AN EXAMINATION OF THE RELATIONSHIPS BETWEEN STUDENT TEACHERS' ACTIVITIES, PERCEPTIONS AND PERFORMANCE

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FROM OBSERVING TO TEACHING: AN EXAMINATION OF THE RELATIONSHIPS BETWEEN STUDENT TEACHERS' ACTIVITIES, PERCEPTIONS AND PERFORMANCE

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Student teaching is the culminating activity in preparing a teacher and is considered to be one of the most critical components of a teacher education program (Conant, 1963; Drummond, 1980; Hall, 1985; Joyce, Yarger & Howey, 1977; Lortie, 1975). Despite its importance, however, little systematic research exists addressing the types of field experiences student teachers have and what the consequences of these experiences may be (Doyle, 1985, Zeichner, 1980).

Most student teaching programs are similar in their overall structure; student teachers take on increasing teacher responsibility in a classroom over a period of consecutive weeks, under the guidance of an experienced supervising teacher and a college supervisor. What actually happens though, relative to student teacher activities within the classroom, may vary considerably. As Becher and Ade (1982, p. 25) point out, "By their very nature, no two placement sites are alike. All vary on a number of dimensions, and it is likely that they may have potentially different effects and make potentially different contributions to a student's growth." To understand the role of student teaching in teacher development, more emphasis must be placed on the specific constraints and opportunities which are present within specific classrooms (Feiman-Nemser, 1983; Zeichner, 1986).

According to Zeichner (1986), studies have failed to attend to the complex, dynamic, and multidimensional nature of student

teaching. He argues that an ecological approach to research in teacher education is required where closer attention is paid to the content and context of field experiences including the influence among features, settings, and people and documentation of the evolution of the experience and patterns of influence over time. Several potential influences on the student teaching experience have been cited in the literature. These relate to the characteristics of the placement site, the supervision of the student teacher, the requirements of the student teaching program, and the abilities of the student teacher. While researchers have noted that such factors are part of the complex ecology of student teaching and contribute to the process of teacher development (Hersh, Hull, & Leighton, 1982; Popkewitz, Tabachnick, & Zeichner, 1979; Yates & Johnson, 1981; Zeichner & Tabachnick, 1982), little research is available on how these factors actually affect student teachers' growth.

To provide some insight into the ecological factors that influence a student teacher's development, the present study was conducted. The purpose of this study was to examine the evolution of student teaching relative to increased responsibilities and to identify factors that influence this development. Data was gathered on student teachers' activities throughout two student teaching assignments, student teachers' performance in their assignments, and student teachers' perceptions of their experiences.

The following questions guided the study:

1) How do student teachers' transition from observing to to teaching?

2) Does the transition differ in the two student teaching assignments?

3) What are the perceptions of student teachers regarding their transition from observing to teaching?

4) Does performance in student teaching affect the transition from observing to teaching and/or student teachers perceptions of the student teaching experience?

Method

Subjects. Subjects were seven female credential students enrolled in supervised teaching for elementary school teachers at a small liberal arts college in southern California. One of the seven students did not comply with the requirements for data collection and was eliminated from the study. Results of data from the remaining six subjects were analyzed.

The six credential students had completed all coursework in the credential program with the exception of two students who took a remaining course while student teaching. Two of the student teachers were undergraduates while the other four were graduate students. The undergraduates were completing majors in liberal arts (a major designed specifically for prospective teachers since there is no major in education in California) and the graduate students came from diverse majors (nursing, pharmacology, psychology). The education requirements are the same for undergraduates and graduates and these students attended similar classes and frequently were in the same class. Five students were Caucasian and one was Hispanic.

Student Teaching. Each student teacher completed two full-day student teaching assignments in two of four elementary (grades K-6) training schools located in a large metropolitan

area and included: 1) a large year-round school in a predominantly Asian and Hispanic lower socio-economic area; 2) a small school serving predominantly black students in a lower socio-economic area; 3) a mid-sized school in an affluent area serving neighborhood students and minority students bussed in from crowded schools and 4) a small suburban middle-class school serving culturally diverse neighborhood students and minority students bussed in from crowded schools.

One assignment was at a primary level and the other at an intermediate level. In the first assignment student teachers taught in two first grades, two fourth grades, and two sixth grades. In the second assignment student teachers taught in two first grades, a combined first through third grade, a second grade, and two fifth grades. Each assignment was seven weeks long. Student teachers attended each assignment for full days with the exception of one afternoon a week reserved for a seminar.

The overall goals of the student teaching program were for student teachers to refine their teaching skills and to assume the responsibilities of the classroom teacher. The college supervisor explained the requirements of student teaching to the student teachers during the seminar and to supervising teachers during initial meetings at their schools. Student teachers were expected to assume responsibilities of the classroom teacher gradually and to have complete responsibility of the classroom during the last two weeks of the assignment. In addition students were to perform at a satisfactory level or better on the personal and professional competencies of their evaluation forms.

Data Collection Procedures. There were three data sources: 1) daily logs indicating time spent in student teaching activities; 2) evaluations indicating student teacher performance, and 3) weekly logs that described student teacher's perceptions of the student teaching experience.

Daily logs were kept by student teachers. They specified the time spent in a subject area and the nature of their involvement (observing, assisting, or teaching). Data was coded for activities in the classroom only; thus activities such as going to the library or an assembly were not included. Also, time spent in nonacademic subjects such as party activities or preparation of materials were not included. Thus, the data represent instructional activities with students in the classroom.

Initially data was coded to include the three categories of observing, assisting, or teaching and any combination of the three (e.g., observing and assisting, observing and teaching, etc.). This resulted in ten categories. Little data appeared for the assisting category or any of the combined categories and was collapsed, resulting in three categories: 1) observing, 2) combined observing/assisting/teaching or any variation of these and 3) teaching.

Data on student teacher performance was collected through supervising teacher evaluations. Student teachers were rated on 20 competencies involving personal qualities and professional competence. The rating scale ranged from one (inadequate) to 5 (outstanding). Two final evaluation forms, one for each assignment, were used for analysis.

The purpose of the weekly log was to provide information about the student teacher's perceptions of the assumption of activities throughout each student teaching assignment. Thus while the daily log indicated the activities during student teaching the weekly log provided some insight into how student teachers felt about the development of their activities and about how their development might be faciitated. In the weekly logs student teachers described: 1) their major responsibilities, 2) the appropriateness of the activities, 3) particular problems that arose, and 4) recommendations of appropriate student teaching activities.

Results

Time Spent in Activities. Time spent in activities for observing, combined observing/assisting/teaching, and teaching was analyzed for assignments 1 and 2. As can be seen in Table 1, similar results were found in each assignment. For assignments 1 and 2 respectively, student teachers spent 68% and 64% of their time teaching, 21% and 24% of their time observing, and 11% and 12% of their time in combined activities.

Insert Table 1 About Here

To examine the transition of student teachers from observing to teaching, time spent in activities was analyzed for the beginning (weeks 1-2) middle (weeks 3-5), and end (weeks 6-7) of student teaching (See Table 2). In the beginning of student teaching student teachers spent a little over half their time observing (mean = 56%, S.D. = 25%) and almost one-quarter of

their time in the combined activities (mean = 21%, S.D. = 20%) and teaching (mean = 23%, S.D. 14%). In the middle of student teaching student teachers spent the majority of their time teaching (mean = 69%, S.D. = 15%) and spent some time observing (mean = 17%, S.D. = 13%) and in combined activties (mean = 14%, S.D. = 11%) At the end of student teaching student teachers spent almost all of their time teaching (mean = 96%, S.D. = 6%) and almost no time observing (mean = 4%, S.D. = 6%) or in combined activities (mean = 0%, S.D. = 0%) As shown in Table 1, the transition of student teachers from observing to teaching was similar in both assignments.

Examination of individual data for student teachers indicates that each followed a similar pattern from observing to teaching; during an assignment each student teacher spent most of her time observing in the beginning, teaching in the middle with some observing and combined activities, and teaching at the end with minimal observation or combined activities. Percentages of time spent observing and teaching varied for the student teachers however, particularly at the beginning and middle stages of student teaching. During the beginning stage of student teaching the percentage of time spent teaching ranged from 3% to 50%. Thus some student teachers spent almost no time teaching while others spent almost half of their time teaching. During the middle stage of student teaching the percentage of time ranged from 33% to 93%. During the final stage of student teaching, however, there was less variation in the percentage of teaching; student teachers taught from 80% - 100% of the time.

Student Teaching Performance. Student teaching evaluations were used as an indicator of student teacher performance. Student teachers were rated on 20 competencies involving personal qualities and professional competence. The rating scale ranged from one (inadequate) to 5 (outstanding). As shown in Table 2, the mean scores over all competencies for the first assignment ranged from 3.3 to 5.0, and for the second assignment 2.2 to 5.0. Four student teachers were rated at the strong (4) or outstanding (5) level in both assignments. One student teacher was rated as satisfactory (3) in both assignments and one student teacher was rated as satisfactory in one assignment and below average (2) in the second assignment. Data on time spent in activities was examined to determine whether differences in responsibilities occurred for the four "strong" student teachers as compared with the two "weak" (satisfactory or below average) student teachers. Because of the small size of the sample, these findings must be considered tentative. The results, averaged over both assignments, indicate the one of the weak student teachers observed the most during student teaching (37% vs. 5-30% for the other student teachers) and both weak student teachers spent less time teaching than did the strong student teachers (58% and 59% vs. 64%-74% for the other student teachers).

Insert Table 2 About Here

Student Teachers' Perceptions of Student Teaching. Data from weekly logs was qualitative. Student teachers described their major responsibilities and how they perceived the

appropriateness of these activities. They also discussed problems during student teaching and made suggestions that they thought would facilitate the development of their teaching.

The qualitative data is consistent with the data on time spent in increased responsibility of activities and provides information on the specific tasks that student teachers assume as they transition into teaching. Student teachers indicated that their major responsibilities changed over the course of their student teaching but that these activities were similar for both assignments.

During the first two weeks of student teaching student teachers were typically involved in familiarizing themselves with the classroom, primarily observing and assisting, and teaching one to two subjects. Student teachers typically began teaching through opening activities (classroom business), a small group such as reading and reading stories to the class. Initial management activities typically included leading students to recess and lunch and dismissing them. Nonteaching activities included correcting papers, accompanying the class to various activities outside the classroom (library, assembly), and learning to use equipment (e.g., duplicating machine).

Overall, student teachers noted their activities were appropriate during their initial stage of student teaching. They discussed the importance of getting to know the students, the classroom structure and the supervising teacher's style of teaching. Student teachers felt it was essential, at this stage, to learn the names of students, review records and work of

students, know classroom standards, lead the class in line, take role and essentially be responsible for morning business. To facilitate these activities student teachers emphasized the importance of observing the teacher. Because they viewed their role, as one student teacher aptly indicated, "slipping into another teacher's routine and way of doing things" they felt observing an important component of initial student teaching, even in the second assignment. On the other hand, they stressed that observation alone was inefficient in developing their skills; assisting and teaching, even in the initial stage of student teaching facilitated the learning process.

During the middle of student teaching (weeks 3-5), student teachers took on increased teaching responsibility by adding subjects (both small and large groups) and additional small groups. Several prepared and taught a curriculum unit. About half of their day was spent teaching and they continued to observe and assist.

At this middle stage student teachers, for the most part, felt their activities were appropriate. They emphasized the importance of teaching both small and large groups at this time and being involved in a variety of activities. On the other hand they still appreciated opportunities to observe the supervising teacher as this continued to facilitate their own development. They felt that a student teacher at this stage should assume primary responsibility for many of the classroom activities. They also indicated that consistency in discipline was critical so that they could assume their role as an authority figure in the classroom.

Several student teachers felt overwhelmed with their increase in responsibilities at the middle stage of student teaching, probably because it was at this stage that responsibilities increased rapidly. For example, one student teacher said in week 4, "the increase was a little overwhelming. I had so much preparation to do for each lesson. I had long since stopped writing out lesson plans, but it is a lot of work to get ready for all these subjects the day before." It seemed that during this stage student teachers realized the enormous demands on a teacher's time and energy in order to be prepared to teach.

At the end of student teaching (weeks 6 and 7) most student teachers were fully responsible for classroom activities. During this stage student teachers noted that supervising teachers frequently left the room so that they could truly be "in charge". Student teachers indicated that they should be responsible for the entire class at this stage of student teaching and felt that with supervising teachers leaving the room they could truly test their effectiveness as teachers.

For the most part, student teachers were comfortable with the increase in their responsibilities throughout their assignments. Two factors appeared to affect a smooth transition into teaching; the structuring of the transition by the supervising teacher and the abilities of the student teacher in assuming the increased activities. One of the strong student teachers was particularly frustrated in an assignment because of the lack of structure. This is illustrated by her comments in each stage of the assignment:

I feel overwhelmed, not with the increase in responsibilies, but with the thought of taking over this classroom. I can't get a firm grasp on what makes it run and how the students are held accountable (week 2).

Assuming the reading groups was too close together with only a one day's warning from the teacher (week 5).

The increase in responsibility this week and during the other weeks has not been handled consistently. For instance, the first time I had the class as a whole, the teacher left the room. That sort of thing shold have come more gradually (week 7).

Not surprisingly, the increase in responsibilities seemed particularly difficult for the weaker student teachers. Initially both were concerned about not doing enough but were overwhelmed when their responsibilities did increase. One student teacher indicated:

I feel I could handle a bit more (week 1).

More responsibility necessary at this time (week 2).

I feel the increase in pressure. During the day it feels fine. I feel the pressure at night to get myself organized and to get the lesson plans written. It takes a <u>lot</u> of energy. (week 3).

The increase is fine but I should be doing more of the reading groups. (week 4).

I managed but I felt a lot of tension (week 7).

The other student teacher indicated:

I think I was ready to assume more duties (week 1).

Completely overwhelming (week 4).

Overwhelmed and pressured (week 5).

Frustrated, angry and disgusted (week 7).

While the stronger student teachers seemed to be able to cope and adjust to their activities after initially feeling overwhelmed, the weaker student teachers continued to be overwhelmed throughout their assignment.

The only overall concern indicated by student teachers over the course of student teaching was discipline. Each student teacher, at some stage of student teaching and usually throughout student teaching noted discipline as a problem. These findings differ from Fuller and Brown (1975) who found that discipline was a concern only at the beginning of student teaching.

Discussion

The purpose of this study was to describe the transition of student teachers from observing to teaching and to identify factors that influenced this transition. Student teachers in this program followed a consistent pattern in their transition to teaching. They primarily observed and assisted during their initial weeks of student teaching, primarily taught with some observing and assisting during the middle weeks and taught almost entirely during their final weeks of student teaching. Despite this consistent pattern, time spent transitioning to teaching varied among student teachers and assignments. Results from the study suggest a number of factors that may influence both the consistency and variability of student teachers' activities.

The guidelines of the college may have contributed to the consistent pattern of transition from observing to teaching. Supervising teachers were asked that student teachers assume responsibility for the classroom during the last stage (weeks 6 and 7) of student teaching and that they transition student teachers gradually into activities. Recommended activities during each stage of student teaching were provided in the Student Teaching Handbook. To facilitate the transition, student teachers developed a time line during the first week of student

teaching with their supervising teachers, projecting activities throughout the seven-week assignment. While supervising teachers have indicated that the university provides little direction relative to program requirements (Griffin, 1983), it seems that when direction is given, consistency among activities may be increased.

While there was consistency among student teachers' transition into teaching, time spent teaching among student teachers varied. Weak student teachers transitioned into teaching more slowly than the strong student teachers, indicating that a student teacher's performance influences their assumption of teaching responsibilities.

Program guidelines and student teacher performance were similar for the two assignments and yet in each assignment student teachers' time spent transitioning into teaching differed. These findings suggest that other factors, such as a supervising teacher's style or the classroom structure play an important role in this transition into teaching. Further investigation is needed to determine how such factors may facilitate or constrain a student teacher's development.

Findings from this study suggest ways in which student teachers' development was facilitated. Student teachers found that observing at the beginning of student teaching was imperative but insufficient unless they were also involved in assisting the teacher and assuming some teaching responsibilities. Student teachers viewed their role as maintaining the already established structure of the classroom. To do this they needed to be familiar with the rules and procedures and the supervising

teacher's approach to teaching. Most helpful, they noted, was observing teachers model lessons for each activity before assuming the responsibility themselves. They emphasized the need to observe throughout their assignment so that they could continue to practice skills modeled by their supervising teacher. Discipline was a major concern of student teachers throughout their assignments and support and guidance in this area was noted as critical.

Certainly, the important role of the supervising teacher has been written about elsewhere as have the qualities of an effective supervising teacher (Copas, 1984; Grimmett & Ratzlaff, 1986). Findings in this study corroborate the importance of the supervising teacher as a role model. Less attention has been given to the structuring of student teaching to ensure that student teachers are provided with effective learning experiences throughout their assignments. In this study, when the transition into teaching for student teachers was not carefully structured, feelings of being overwhelmed or frustrated occurred. In addition, structuring the transition for weaker student teachers may need modification. These student teachers were unable to assume teaching responsibilities at the same rate as the other student teachers and indicated their frustrations and feelings of failure knowing they were not accomplishing what was expected. Given this difficulty it may be that weaker students should have opportunities to have their assignments extended so that they may move at a slower pace in assuming responsibilities but successfully complete their assignments.

Overall, the findings from this study indicate the major role of the classroom in which student teachers are placed. As Zeichner (1980) points out however, the processes and events within the classroom may limit the range of student teachers' experiences. Traditional student teacher training is frequently criticized because of classroom constraints. Many educators have recommended that field experiences should comprise a broad range of educational settings (as in the rotating internship in medical training), so students can explore a variety of instructional techniques is a systematic way (Gosman, 1987). Model/demonstration and training schools are being explored as one way to provide for systematic training of student teachers and to facilitate training that reflects university preparation and the objectives of teacher education program.

To maximize the student teaching experience, universities need to determine what activities are important in preparing a student teacher, provide opportunities for such actvities, and monitor the activities to ensure quality student teacher training. Moreover, training during student teaching should be congruent with coursework at the university since student teaching is the capstone course, the time to refine and synthesize skills from previous coureswork. To systematize student teaching collaborative efforts among university faculty and supervising teachers are critical. Finally, once the activities for student teachers are determined student teachers must be guided gradually into their transition from observing to teaching.

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TABLE 1

Time spent Observing, Combined Observing/Assisting/Teaching, and Teaching during Two Student Teaching Assignments over Three Time Periods.

Time Periods	Assignment 1							Assignment 2							Both Assignments						
	Observe	(%)	Combined	(%)	Teach	(%)	All (100%)	Observe	(%)	Combined	(%)	Teach	(%)	All (100%)	Observe	(%)	Combined	(%)	Teach	(%)	All (100%)
Student 1																					
Beginning	695	(42%)	835	(51%)	30	(2%)	1660	635	(34%)	1410	(53%)	630	(24%)	2675	1340	(39%)	1855	(52%)	660	(19%)	3535
Middle	330	(10%)	890	(27%)	2095	(63%)	3315	22	(1%)	230	(6%)	3385	(93%)	3637	352	(5%)	1120	(16%)	5480	(79%)	6952
End	25	(1%)	35	(1%)	2420	(98%)	2480	0	(0%)	0	(0%)	2170	(100%)	2170	25	(1%)	35	(1%)	4590	(98%)	4650
All	960	(11%)	1370	(20%)	4545	(69%)	6675	657	(8%)	1640	(19%)	6185	(73%)	8482	1417	(9%)	3010	(20%)	10730	(71%)	15157
Student 2																					
Beginning	1085	(58%)	340	(18%)	450	(24%)	1875	1330	(77%)	0	(0%)	390	(23%)	1720	2335	(73%)	340	(8%)	620	(19%)	3195
Middle	435	(14%)	230	(7%)	2425	(79%)	3070	710	(25%)	525	(18%)	1610	(57%)	2845	1145	(19%)	735	(12%)	4035	(69%)	5915
End	80	(3%)	0	(0%)	2220	(97%)	2300	260	(13%)	0	(0%)	1780	(87%)	2040	340	(8%)	0	(0%)	4000	(92%)	4340
All	1520	(22%)	430	(7%)	4875	(70%)	6845	2300	(35%)	525	(8%)	3780	(57%)	6605	3820	(28%)	975	(7%)	8655	(65%)	13450
Student 3																					
Beginning	1260	(64%)	175	(7%)	660	(27%)	2435	1525	(75%)	0	(0%)	510	(25%)	2035	3125	(70%)	175	(3%)	1170	(27%)	4470
Middle	815	(23%)	640	(18%)	2110	(59%)	3565	465	(16%)	0	(0%)	2535	(85%)	3000	1280	(19%)	640	(10%)	4645	(71%)	6565
End	30	(1%)	0	(0%)	2725	(99%)	2755	30	(2%)	0	(0%)	1205	(98%)	1235	60	(2%)	0	(0%)	3930	(98%)	3990
All	2045	(30%)	815	(9%)	5495	(63%)	8755	2020	(32%)	0	(0%)	4250	(68%)	6270	4465	(30%)	815	(5%)	9745	(65%)	15825
Student 4																					
Beginning	795	(48%)	385	(23%)	485	(30%)	1665	185	(10%)	845	(46%)	825	(44%)	1855	480	(14%)	1230	(48%)	1630	(38%)	3340
Middle	1080	(4%)	1000	(23%)	3230	(73%)	4410	60	(3%)	215	(9%)	2095	(88%)	2370	240	(4%)	1215	(17%)	5325	(79%)	6780
End	0	(0%)	0	(0%)	2920	(100%)	2920	0	(0%)	0	(0%)	2110	(100%)	2110	0	(0%)	0	(0%)	5030	(100%)	5030
All	475	(5%)	1385	(17%)	6955	(78%)	8935	245	(4%)	1060	(17%)	5030	(79%)	6335	720	(5%)	2565	(17%)	11985	(78%)	15270
Student 5																					
Beginning	1370	(48%)	650	(21%)	790	(14%)	2890	1395	(62%)	735	(33%)	125	(6%)	2255	2765	(64%)	1165	(27%)	415	(9%)	4345
Middle	870	(20%)	795	(19%)	2610	(61%)	4275	390	(12%)	1170	(36%)	1735	(53%)	3295	1260	(17%)	1965	(26%)	4345	(57%)	7570
End	310	(10%)	0	(0%)	2905	(90%)	3215	60	(2%)	0	(0%)	3365	(98%)	3425	370	(4%)	0	(0%)	6270	(96%)	6640
All	2550	(27%)	1225	(13%)	5005	(60%)	9580	1845	(21%)	1905	(21%)	5225	(58%)	8975	4395	(24%)	3130	(17%)	11030	(59%)	18555
Student 6																					
Beginning	1285	(70%)	0	(0%)	555	(30%)	1840	1540	(88%)	0	(0%)	205	(12%)	1745	2825	(79%)	0	(0%)	760	(21%)	3585
Middle	1390	(32%)	200	(4%)	2645	(61%)	4315	1570	(47%)	110	(3%)	1685	(50%)	3365	2960	(39%)	390	(5%)	4330	(56%)	7680
End	0	(0%)	0	(0%)	2385	(100%)	2385	430	(19%)	30	(1%)	1835	(80%)	2295	430	(9%)	30	(1%)	4220	(90%)	4680
All	2675	(31%)	200	(3%)	5585	(66%)	5540	3540	(48%)	140	(2%)	3725	(50%)	7405	6215	(39%)	420	(3%)	9310	(58%)	15945
All Students																					
Beginning	5960	(50%)	1795	(17%)	2570	(25%)	10325	6618	(54%)	2990	(24%)	2685	(22%)	12285	12570	(56%)	4785	(21%)	5255	(23%)	22610
Middle	6020	(18%)	3815	(17%)	15115	(65%)	22950	3217	(17%)	2250	(12%)	13065	(71%)	18532	7237	(18%)	6065	(15%)	28180	(67%)	41462
End	445	(3%)	35	(.2%)	13575	(96.8%)	16055	780	(6%)	30	(.2%)	12465	(93.8%)	13275	1225	(4%)	65	(.2%)	28040	(95.8%)	29330
All	18425	(21%)	5645	(11%)	33260	(68%)	49330	10607	(24%)	5270	(12%)	28195	(64%)	44072	21032	(23%)	10915	(12%)	61435	(65%)	93402

BEST COPY AVAILABLE

Student Teaching Evaluations

Criteria : N = Not Observed
1 = Inadequate
2 = Below Average
3 = Satisfactory
4 = Strong
5 = Outstanding

PERSONAL QUALITIES	Assignment 1							Assignment 2						
	01	02	03	04	05	06	Ave.	01	02	03	04	05	06	Ave.
1. Manner	5	5	5	5	3	4	4.5	5	5	5	5	3	3	4.3
2. Appearance	5	5	5	5	3	5	4.7	5	5	5	5	4	4	4.7
3. Enthusiasm	5	5	5	5	4	4	4.7	5	5	5	5	4	3	4.5
4. Effectiveness of Speech	4	4	5	5	3	4	4.2	4	5	4	5	3	3	4
5. Assumption of Responsibility	5	5	5	5	4	4	4.7	5	5	4	5	2	1	3.7
6. Maturity of Judgement	4	4	5	5	3	4	4.2	4	4	5	5	2	2	3.7
7. Professional Attitudes	5	5	5	5	4	4	4.7	5	4	5	5	3	3	4.2
8. Health & Vitality	5	5	5	5	4	4	4.7	4	5	4	5	4	3	4.5
9. Emotional Poise	4	5	5	5	3	5	4.5	4	5	5	5	3	3	4.2
10. Ability to Work With Others	4	5	5	5	4	4	4.5	5	5	5	5	3	3	4.3
Average	4.6	4.8	5.0	5.0	3.5	4.2	4.5	4.6	4.8	4.7	5.0	3.1	2.8	4.2
PROFESSIONAL COMPETENCE														
1. Promotes Effective Class Environment	5	4	5	4	3	3	4	4	5	N	5	2	N	2.7
2. Ability to Communicate	4	4	5	5	3	3	4	4	5	4	5	3	2	3.8
3. Ability to Develop Pupil Discipline & Morale	4	4	5	3	3	2	3.2	5	5	4	5	2	1	3.7
4. Ability to Manage Classrm. and School Routines	4	5	5	4	3	3	4	5	5	5	5	2	2	4
5. Ability to Plan Instruction	5	5	5	5	3	4	4.5	5	5	5	5	3	2	4.2
6. Use of Effective Teaching Procedures	4	4	5	5	3	2	3.8	5	5	5	5	3	2	4.2
7. Provides for Individual Differences	3	4	5	4	3	4	3.8	4	5	4	5	3	1	3.7
8. Ability to Motivate Pupils	4	4	5	5	3	3	4	5	5	4	5	3	1	3.8
9. Contributes to the Total Sch. Program	4	5	5	4	3	N	3.5	4	5	N	5	4	N	3
10. Creativity	4	4	5	4	3	3	3.8	4	5	4	5	4	1	3.8
Average	4.1	4.3	5.0	4.3	3.0	2.7	3.9	4.5	5.0	4.4	5.0	2.9	1.6	
Both Evaluations	4.4	4.6	5.0	4.7	3.3	3.5	4.2	4.6	4.9	4.6	5.0	3.0	2.2	

AVE. FOR ASSIGNMENTS 1 & 2	01	02	03	04	05	06
	4.5	4.7	4.8	4.8	3.1	2.9